KENTUCKY EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT OPPORTUNITIES
Fall 2005

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
New Teacher Orientation	Professional development, Learning Environments & curriculum, Family & community partnerships, Program management & evaluation Level IV	IECE Standards: II, V, VI, VII CDA: 1, 5	**August 19** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 vgarland@berea.k12.ky.us
Four Secrets for Success for Students Who Face Severe Challenges: Turning Barriers into Enablers *Presented by Linda J. Burkhart*	Learning Environments and Curriculum Level: IV	IECE Standards: I, III, VI CDA: 1, 2, 4	**August 24-25** WKU South Campus 2355 Nashville Rd Bowling Green, KY 8:30 – 3:30	**Register on-line at:** www.grrec.coop.k12.ky.us **Deadline to register is August 19, 2005 Workshop # 008-06 $150.00**
2005 Infant Toddler Institute	Various	Various	**August 24-26** Marriott Griffin Gate Lexington	Christy Cornutte 859-257-9116 cpack@uky.edu www.ihdi.uky.edu/infant05
Beginning ARC Chairperson Training	Child Assessment, Family Partnerships and Program Evaluation Levels: IV, V	IECE Standards: IV, V	**August 29** Kentucky Dam Village Convention Center Room C Gilbertsville, KY	**Register on-line at:** www.wkec.org/trainings.htm or Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Standards-based Math & Science Instruction	Learning Environment & Curriculum Level: IV	IECE Standards: I, II, III CDA: 2	**September 2** Owsley County	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 vgarland@berea.k12.ky.us
Dealing with Preschool Behavior	Child growth & development, Learning environments & curriculum Levels: III, IV	IECE Standards: I, II CDA: 3	**September 2** Owsley County	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 vgarland@berea.k12.ky.us
Kentucky Early Childhood Standards	Child growth & development, Learning environments & curriculum Levels: III, IV	IECE Standards: I, III CDA: 2	**September 7** Lexington	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 vgarland@berea.k12.ky.us
New Paraprofessionals	Learning Environments and Curriculum Levels: II, III	IECE /standards CDA: 4	**September 9** Bowling Green	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Implementing An Effective Classroom for Children with Behavior Challenges	Learning Environments and Curriculum and Child Assessment Levels: III, IV, V	IECE Standards: I, II, III, IV CDA: 2, 7, 8	**September 9** Kentucky Dam Village Convention Center Room C Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
The Battelle Developmental Inventory II for *New Users*	Child Assessment, Family & Community Partnerships Level: IV	IECE Standards: IV, V, VI	**September 9** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vgarland@berea.k12.ky.us
High Scope Day 1: Orientation to Active Learning (must attend all 4days)	Child Growth Levels: III-IV	Standards: I, II, III, IV CDA: II, II	**September 9** Ft. Mitchell	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
New Preschool Teacher Orientation	Learning Environments & Curriculum, Program Management Levels: IV, V	IECE Standards: II, III, V	**September 9** Ashland	Jessie Singleton Ashland RTC 606-327-2706 jsinglet@ashland.k12.ky.us
KY TESOL (Teachers of English to Speakers of Other Languages) Conference	N/A	N/A	**September 9-10** Holiday Inn Hurstbourne Louisville	Angie Reimer reimer14@bbtel.com http://www.kytesol.org/
Northeast Chapter of KAECE Fall Institute: Let's Leap Into Literacy and Make Language Learning Fun!	Learning Environments & Curriculum Levels: I-IV	IECE Standards: I, III CDA: 2, 3	**September 10** Ashland Plaza Hotel	Kim Roberts 606-327-2706 kroberts@ashland.k12.ky.us Mary West mwest@bigsandysuperstore.com
Preschool Leadership	Program Management and Evaluation Level: V	IECE Standards: VI, VII	**September 15** WKU South Campus Bowling Green	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us
Sensory Integration with Karole Doran	Learning Environments and Curriculum Levels: IV, V	IECE Standards: I, VI CDA: 1, 2	**September 16** WKU South Campus Bowling Green	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us
The Battelle Developmental Inventory II for *New Users*	Child Assessment, Family & Community Partnerships Level: IV	IECE Standards: IV, V, VI	**September 16** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 vgarland@berea.k12.ky.us
Building a Strong Foundation for School Success through Kentucky's Quality Self Study, Early Childhood Standards and Continuous Assessment Guide: Putting It All Together!	Child Growth & Development; Child Assessment; Program Management & Evaluation Level: IV	IECE Standards: 1, II, III, IV, VI CDA: 1-7	**September 16** Prestonsburg Holiday Inn	Cheryl Salyer Ashland RTC 606-327-2706 csalyer@ashland.k12.ky.us
KDE Fall Leadership Training	Program Management and Evaluation and Professional Development/ Professionalism Levels: IV, V	IECE Standards: I, VII	**September 20** Green Turtle Bay Convention Center Grand Rivers, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Preview Institute for providers who work with children who are blind or visually impaired (5 day training)	N/A	N/A	**Sept. 21-23 and October 20-21** Ky School for the Blind Louisville	Patty Dilg 502-597-1583x230 pdilg@ksb.k12.ky.us
Fall Leadership Meeting for Preschool Coordinators in the Berea RTC Region	Professional Development/ Professionalism Program Management & Evaluation Levels IV- V	IECE Standards: VI, VII CDA: 5, 6	**September 21** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 vgarland@berea.k12.ky.us
Children's Education- Literacy, Day One & Day Two	Learning Environments and Curriculum, Family and Community Partnerships and Child Growth and Development Levels: II – V	IECE Standards: I, II, III CDA: 2, 7, 8	**September 22-23** Green Turtle Bay Convention Center Grand Rivers, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
KY Reading Association Conference	N/A	N/A	**September 23-24** Marriott Downtown Louisville	Felicia Cumings Smith http://www.kyreading.org/conference/
SPARK Curriculum with Beth Schaeffer	Learning Environments and Curriculum Levels: IV, V	IECE Standards: I, III CDA: 2	**September 23** Cave City Convention Center	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us
Building a Strong Foundation for School Success through Kentucky's Quality Self Study, Early Childhood Standards and Continuous Assessment Guide: Putting It All Together!	Child Growth & Development; Child Assessment; Program Management & Evaluation Level: IV	IECE Standards: 1, II, III, IV, VI CDA: 1-7	**September 23** Grayson Conference Center	Cheryl Salyer Ashland RTC 606-327-2706 csalyer@ashland.k12.ky.us
Mental Health Institute	N/A	N/A	**September 26-29** Galt House Louisville	http://mhmr.ky.gov/conferences/ MHI2005/
Fall Leadership Meeting and RTC Advisory Board Ashland RTC Region	Program Management and Evaluation Levels: IV, V	IECE Standards: V, VI CDA: 5, 6	**September 27** Prestonsburg	Cheryl Salyer Ashland RTC 606-327-2706 csalyer@ashland.k12.ky.us
New Teacher Orientation	Learning Environments, Program Management Levels: IV, V	IECE Standards: II, III, V	**September 30** Cave City Convention Center	Carole Sindelar Simpson RTC 270-586-2008 csindelar@simpson.k12.ky.us
KISSED Module I (teams must attend 7 days)	Child Growth & Development, Learning Environments & Curriculum Levels: I-V	IECE Standards: II, V CDA: 1, 3, 8	**September 15-16** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Child Observation Record (COR)	Child Assessment Levels: III-IV	Standard IV, VI CDA: 5	**September 22-23** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
2005 KAECE-KHSA Fall Collaborative Institute	Various	Various	**September 29- October 1** Drawbridge Inn, Ft. Mitchell	Bob Wilcher 800.869.9257 bwilcher@KHSA.org www.KHSA.org or www.kaece.org

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Behavior Management	Learning Environments and Curriculum Levels: IV, V	IECE Standards: I, III CDA: 3	**October 7** Elizabethtown	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us
Fall Collaborative Conference (Storytelling, Teambuilding, Challenging Behavior, High Quality)	Child Growth, Professionalism, Child Assessment, Family Partnerships Levels: I-IV	IECE Standards II, III, VI, VII CDA: 2, 4, 6, 8	**October 7** Holiday Inn North Lexington	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
KISSED (Module I) Berea RTC Region Teams must attend 4 modules	Child Growth & Development, Learning Environments & Curriculum Levels: I-V	IECE Standards: II, V CDA: 1, 3, 8	**October 13-14** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vgarland@berea.k12.ky.us
KY Early Childhood Transition Report 2005	Family and Community Partnerships Levels: I-IV	IECE standards: I, IV, VI, VII CDA: 3,4	**October 18** Berea	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vgarland@berea.k12.ky.us
Autumn Horizons	Program Management and Evaluation and Professional Development/ Professionalism Levels: IV, V	IECE Standards: I, VII	**October 19-20** Lake Barkley State Park Convention Center Time: TBA	Brenda Hosford West KY Education Coop 762-3389 or Jama Galloway Calloway RTC 270-762-5316 jama.galloway@coe.murraystate.edu
K.I.S.S.E.D. Module I Must attend as a team and commit to 7 days of training	Child Growth & Development, Learning Environments & Curriculum Levels: I-V	IECE Standards: II, V CDA: 1, 3, 8	**October 20- 21** Ashland	Jessie Singleton Ashland RTC 606-327-2706 jsinglet@ashland.k12.ky.us
KY Early Childhood Transition Report 2005	Family and Community Partnerships Levels: I-IV	IECE standards: I, IV, VI, VII CDA: 3,4	**October 21** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Sensory Integration with Karole Doran	Learning Environments and Curriculum Levels: IV, V	IECE Standards: I, VI CDA: 1, 2	**October 21** Elizabethtown	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us
High Scope Day 2: Learning Environment	Child Growth Health Level Learning Environment Levels: I-IV	IECE Standards: I, II, V CDA: I, III	**October 21** Ft. Mitchell	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
High Scope Day 3: Daily Routine	Child Growth, Learning Environment Levels: I-IV	Standard, I, II, III, V CDA: I, II	**October 28** Ft. Mitchell	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Fall Early Childhood Collaborative Institute	See program for details	See program for details	**October 28** (Tentative) TBA	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vgarland@berea.k12.ky.us
Early Math	Learning Environments and Curriculum Levels: IV, V	IECE Standards: I, III CDA: 1, 4	**October 28** Bowling Green	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us
Behavior Management	Learning Environments and Curriculum Levels: IV, V	IECE Standards: I, III CDA: 3	**November 4** Bowling Green	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
High Scope Day 4: Adult-Child Interaction	Learning Environment Curriculum Levels: III-IV	Standard I, II, III, V CDA: 1, 2, 3	**November 4** Ft. Mitchell	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
KISSED Module II (teams must attend 7 days)	Child Growth & Development, Learning Environment/ Curriculum, Family Community Partnerships Levels: I-V	IECE Standards: II, V, VIII CDA: 1, 3, 4, 8	**November 10-11** Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Fall Collaborative Institute Ashland RTC	Various	Various	**November 10-11** Jenny Wiley State Park	Cheryl Salyer Ashland RTC 606-327-2706 csalyer@ashland.k12.ky.us
Transition	Family and Community Partnerships Levels: III, IV, V	IECE Standards: I, III CDA: 3	**November 11** Owensboro	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us
Mathematics – The Early Childhood Way	Learning Environments and Curriculum, and Family and Community Partnerships Levels: III, IV, V	IECE Standards: I, III CDA: 2, 8	**November 11** Kentucky Dam Village Convention Center Room A Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
KY Early Childhood Transition Report 2005	Family and Community Partnerships Levels: I-IV	IECE standards: I, IV, VI, VII CDA: 3,4	**November 17** Bowling Green	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us
Preschool Science and Math	Learning Environments and Curriculum Level: IV, V	IECE Standards: I, III CDA areas; 2	**November 18** WKU South Campus Bowling Green	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us
KISSED (Module II) Berea RTC Region Teams of participants required; must attend 4 modules	Child Growth & Development, Learning Environment/ Curriculum, Family Community Partnerships Levels: I-V	IECE Standards: II, III, V, VI CDA: 1, 3	**December 1-2** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vgarland@berea.k12.ky.us
Working With Non-Verbal Children with Diane Haynes	Learning Environments and Curriculum Levels: IV, V	IECE Standards: I, III CDA: 2	**December 2** Cave City	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us
NAEYC Annual Conference and Expo	N/A	N/A	**December 7-10** Washington DC	http://www.annualconference.naeyc.org/
K.I.S.S.E.D. Module II (For teams that attended Module I)	Child Growth & Development, Learning Environment/ Curriculum, Family Community Partnerships Levels: I-V	IECE Standards: II, V, VIII CDA: 1, 3, 4, 8	**December 8-9** Ashland	Jessie Singleton Ashland RTC 606-327-2706 jsinglet@ashland.k12.ky.us
Early Literacy	Learning Environments and Curriculum Levels: III, IV	IECE Standards: I, III CDA: 2	**December 9** WKU South Campus Bowling Green	Carole Sindelar Simpson Co. RTC 270-586-2008 csindelar@simpson.k12.ky.us
Art Smart'ies	Learning Environments and Curriculum, and Family and Community Partnerships Levels: III, IV, V	IECE Standards: I, II CDA: 2, 8	**December 9** Kentucky Dam Village Village Green Room Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Berea RTC Advisory Board	Various	Various	**December 14** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 vgarland@berea.k12.ky.us
Looking Ahead . . .				
Southern Early Childhood Association (SECA) 57th Annual Conference	N/A	N/A	**February 2-4, 2006** Nashville, TN	Glenda Bean 1-800-305-7322 gbean@southernearlychildhood.org www.southernearlychildhood.org
Community Early Childhood Councils 5th Annual Meeting	Various	Various	**March 8-9** Marriott Griffin Gate Lexington	Hanan Osman 502-564-8341 hanan.osman@education.ky.gov http://www.kidsnow.gov.ky/
Kentucky Teaching and Learning Conference	N/A	N/A	**March 9-11** Louisville	http://www.education.ky.gov/KTLC/default.htm
National Center for Family Literacy Conference	N/A	N/A	**March 19-21** Louisville	http://www.famlit.org/Conference/index.cfm
Spring Collaborative Institute	Various	Various	**March 31-April 1** Greenbo Lake State Park	Cheryl Salyer Ashland RTC 606-327-2706 csalyer@ashland.k12.ky.us
2005 Council for Exceptional Children Convention & Expo	N/A	N/A	**April 6-9** Baltimore, MD	www.cec.sped.org 1-888-232-7733
Regional Training Center Summer Institute	Various	Various	**June 12-14** Lexington	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us

For additional professional development in your area including orientation for teachers with IECE Probationary certification, contact your Early Childhood Regional Training Center:
Anderson County RTC e-mail: phall@anderson.k12.ky.us Phone: 502/839-2513
Ashland Independent RTC e-mail: lhenson@ashland.k12.ky.us Phone: 606/327-2706, Ext. 2728 or 2729
Berea Independent RTC e-mail: cbrooks@berea.k12.ky.us Phone: 859/986-1929 or 800/343-2959
Calloway County RTC e-mail: nancy.lovett@coe.murraystate.edu Phone: 270/762-5316 or 5317
Simpson County RTC e-mail: bporter@simpson.k12.ky.us Phone: 270/586-2008
Kentucky Department of Education web page http://www.education.ky.gov/.

For information about this calendar contact:
Annie Rooney French, Ph.D.
Phone: (502) 564-7056   Fax: (502) 564-6952
Note new e-mail address: annie.french@education.ky.gov

Professional Development opportunities within the Kentucky Department of Education will follow the 3 Goals of the Kentucky Board of Education:
1) High Student Performance,
2) High Quality Teaching and Administration and
3) Strong and Supportive Environment for Each School and Every Child.

Kentucky's Definition and Standards for High Quality Professional Development
(April 5, 2004)

Professional development is considered high quality when it meets the definition of professional development in 704 KAR 3:035 - Section 1(2) and Section 4(2) and all of the Kentucky Department of Education Professional Development Standards which are consistent with the federal criteria in Section 9101 of No Child Left Behind. Schools and districts will determine if the professional development for teachers, administrators and other school staff meets the following definition and standards for high quality professional development. The Department of Education recognizes that the extent to which professional development meets each standard may vary.

Definition
704 KAR 3:035 - Section 1(2) "Professional development" means those experiences which systematically, over a sustained period of time, enable educators to acquire and apply knowledge, understanding, skills, and abilities to achieve personal, professional and organizational goals and to facilitate the learning of students. Section 4(2) Professional development activities shall be related to teachers' instructional assignments and administrators' professional responsibilities. Activities shall support the local school's instructional improvement goals and objectives identified in the professional development plan.

Kentucky Department of Education Professional Development Standards

Standard 1: Professional Development is aligned with:
- local school and district goals and priorities as reflected in the school or district comprehensive improvement plan or individual professional growth plans;
- Kentucky's Standards and Indicators for School Improvement; and
- Kentucky New or Experienced Teacher Standards or Interstate School Leaders Licensure Consortium Standards, or other professional/job standards.

Standard 2: Professional Development is a continuous process of learning through consciously constructed relevant job-embedded experiences so that professional development experiences and professional learning are integrated in the day-to day work of teachers, administrators, and others to support improved practices, effectiveness and the application of skills, processes, and content. *(e.g., action research, study groups, online learning, collegial professional learning networks, peer collaboration, peer coaching, mentoring, formal and informal peer observations, coaching, instructional demonstrations, collegial feedback, personal reflection, team planning, collaborative-problem solving, analysis of student work, self directed learning).*
- PD is sustained, intensive, classroom-focused and in order to have a positive and lasting impact on classroom instruction, the teacher's performance in the classroom, and increased student performance; and
- PD is not one-day or short-term workshops or conferences unless they are a component of an intentionally designed comprehensive professional development plan based on teacher and student needs and are an integral part of the school or district comprehensive improvement plan or an individual's professional growth plan.

Standard 3: Professional Development focuses on the knowledge and skills teachers, principals, administrators, and other school and district staff are to know and to do in support of student learning and students' well being. Professional development is based on what students need to know and be able to do in order to meet Kentucky's challenging content standards and student performance standards. Student content, performance and opportunity to learn standards are the core of professional development.
- ❑ National standards *(e.g., content, leadership, teacher, safety, transportation, nutrition, health)*
- ❑ Kentucky Learning Goals
- ❑ Academic Expectations
- ❑ Program of Studies

Kentucky Department of Education Professional Development Standards

- ❑ Core Content for Assessment
- ❑ Performance Standards/ Student Performance Level Descriptions (PLD)
- ❑ Kentucky Early Childhood Standards
- ❑ Occupational Skills Standards
- ❑ Technology Standards
- ❑ Character Education
- ❑ District/school aligned curriculum

Standard 4: Professional Development actively engages teachers, principals, administrators, and others in learning experiences that advance their understanding and application of research based instructional practices and skills that reduce barriers to learning, close achievement gaps, and improve student performance *(e.g., inquiry-based learning, investigation, work backwards, act out the problem, make a drawing or diagram, employ guess and check, make a model, jigsaw, self monitoring strategy, simulations, formulating a model, invention, questioning, wait time, restate in own words, break into smaller steps, goal setting, experimentation, debate, reciprocal teaching, writing process, story maps, structured note taking, think aloud, round robin, pairs check, inside-outside circle, manipulatives, data collection tools, time lines, picture clues, sequence chains, compare/contract matrix, concept mapping, Venn diagrams, advanced organizers, checklists, community based instruction, bus safety, and safe physical management).*

Standard 5: Professional Development prepares teachers, administrators, school council members and others in the school community as instructional leaders and collaborative partners in improving student performance (e.g*., instructional leadership, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).*

Standard 6: Professional Development is data and results driven focused on increasing teachers, administrators, and others' effectiveness in improving student performance and is continuously evaluated to improve the quality and impact of professional development on practice.

Standard 7: Professional Development fosters an effective ongoing learning community that supports a culture and climate conducive to performance excellence.

Standard 8: Professional Development is culturally responsive and facilitates removing barriers to learning in an effort to meet each student's needs *(e.g., intellectual, social, career, cultural, and developmental).*

Standard 9: Professional Development is planned collaboratively (e.g., teachers and principals) and organized to maximize the collaborative use of all available resources to support high student and staff performance *(e.g., planning, time, release time, staff, technology, funding sources)*.

Standard 10: Professional Development fosters a comprehensive, long-range change process that communicates clear purpose, direction, and strategies to support teaching and learning.

Standard 11: Professional development is grounded in the critical attributes of adult pedagogy (*e.g., connections to work, reflective practice, guided practice, feedback, multiple intelligences, learning styles, choice, time for processing and integrating and applying information, implementation in job setting, analysis and follow-up of results, brain research, peer interaction, peer review, peer observations, mentoring, personal and active inquiry, investigations, self-reflection, and collegial networks).*

New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education Birth to Primary 16 KAR 2:040

Standard I: Designs/Plans Instruction
The Interdisciplinary Early Childhood (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.
Standard II: Creates/Maintains Environments

The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard III: Implements Instruction
The IECE educator introduces, implements, facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard IV: Assesses & Communicates Learning Results
The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities and communicates those results with partners including families.

Standard V: Reflects/Evaluates Teaching/Learning
The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard VI: Collaborates with Colleagues/ Families/Others
The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard VII: Engages in Professional Development
The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Standard VIII: Supports Families
The IECE educator supports families through family-centered services that promote independence and self-determination.

Standard IX: Demonstrates Implementation of Technology
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and the community; and conduct research.

THE CHILD DEVELOPMENT ASSOCIATE (CDA)
NATIONAL CREDENTIALING PROGRAM
SUBJECT AREAS

1. Planning a safe, healthy, learning environment
2. Steps to advance children's physical and intellectual development
3. Positive ways to support children's social and emotional development
4. Strategies to establish productive relationships with families
5. Strategies to manage an effective program operation
6. Maintaining a commitment to professionalism
7. Observing and recording children's behavior
8. Principles of child development and learning

CORE CONTENT **LEVELS OF COMPENTENCY**

These levels of competencies are not awards or a certificate, but may overlap existing certificates or awards. Each level assumes greater knowledge and skill than the previous level, however individual levels should not been seen as limited to a particular job or position of employment.

Level I – represents knowledge and skills across all seven content areas for professionals at the initial level, which includes entry into the field and a Commonwealth Child Care Credential.

Level II – represents knowledge and skills across all content areas for professionals with a Child Development Associate (CDA) Credential.
Level III – represents knowledge and skills across all content areas for professionals from CDA to AA degrees.
Level IV – represents knowledge and skills across all content areas for professionals with a BA degree.
Level V - represents knowledge and skills across all content areas for professionals above a BA degree.

Subject Areas

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence.

1. **Child growth and development** – Experiences for any child, regardless of age, must be planned around the child's developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children's rates and styles of development.
2. **Health, safety, and nutrition** – These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.
3. **Professional development/professionalism** – Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior; and, demonstrate knowledge of and involvement in advocacy for early childhood learning environments.
4. **Learning environments and curriculum** – Developmentally appropriate environments and curricula have a positive impact on a child's emotional, physical, cognitive, communicative, creative and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.
5. **Child assessment** – Ongoing assessment helps early childhood educators evaluate all areas of a child's growth and development. Educators must be able to observe, assess, interpret, and document children's skills and behavior and systematically report on them to appropriate staff and family members.
6. **Family and community partnerships** – Understanding the roles that family members and other play in children's lives is vital for early childhood educators. They must be able to integrate the following concepts:
   * Children develop within the context of their families, which may take many forms. Families are the primary influence on children's development and have primary responsibility for child rearing. In tern, each child has influence on the members of his or her family and on the family as a system.
   * A responsive early childhood education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
   * Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.
7. **Program management and evaluation** – Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.